

Transformative Learning: A space for innovation at universities

Transformatives Lernen – Raum für Innovation an Universitäten

L'Apprentissage transformatif – un espace pour l'innovation dans nos universités

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** Mitglied der SAGUF AG «Bildung für Nachhaltige Entwicklung»*

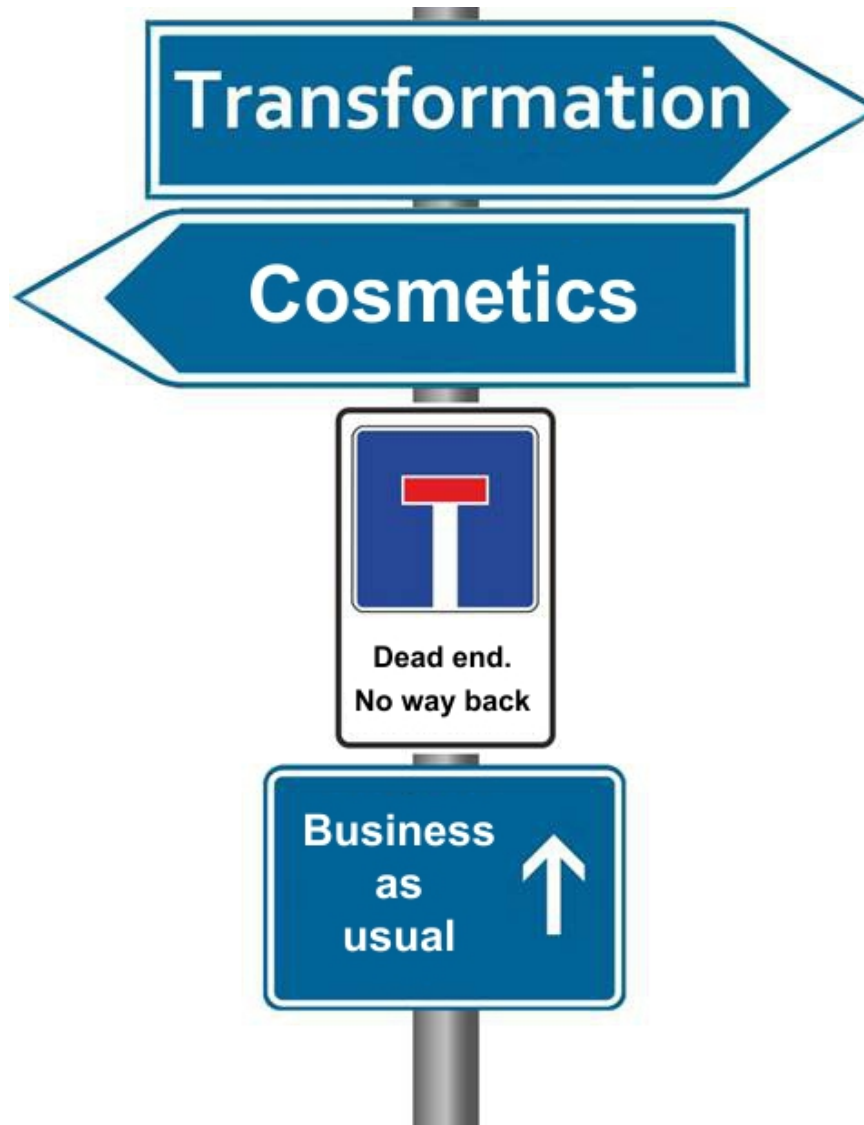
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UNIVERSITÄT
BERN

CDE
CENTRE FOR DEVELOPMENT
AND ENVIRONMENT

Sustainable Development

Transformation needed – but how much and of what kind?



Education for Sustainable Development

“Education for Sustainable Development (ESD) is about enabling us to constructively and creatively address present and future global challenges and create more sustainable and resilient societies” (UNESCO, 2017).



Rio+20 Treaty on Higher Education:

- Principle 1: To be transformative – HEI need to transform themselves



Rio +20 Treaty
On Higher Education

UNESCO Global Action Programme:

- Priority Action Area 2: Transforming learning and training environments



UNESCO Global Action Programme on
Education for Sustainable Development

In Switzerland a number of higher education institutions have progressed in this direction but in how far have they “enabled” students and researchers?



In how far is it “cosmetics”? In how far do universities create and represent “spaces of innovation” for sustainable development?

A journey of defining Transformative Learning

Both Mezirow's [adult education] and Freire's [critical and emancipatory pedagogy] work are reflected in the approach of the Centre for Transformative Learning in Toronto which echoes O'Sullivan's view that:

→ ***TL involves a deep structural shift in the basic premises of thought, feelings and actions. It is a shift of consciousness that dramatically and permanently alters our way of being in the world. Such a shift involves our understanding of ourselves and our self-location: our relationships with other humans and with the natural world*** (this is a

reflection by Morrell & O'Connor (2002), cited in Sterling 2011) .

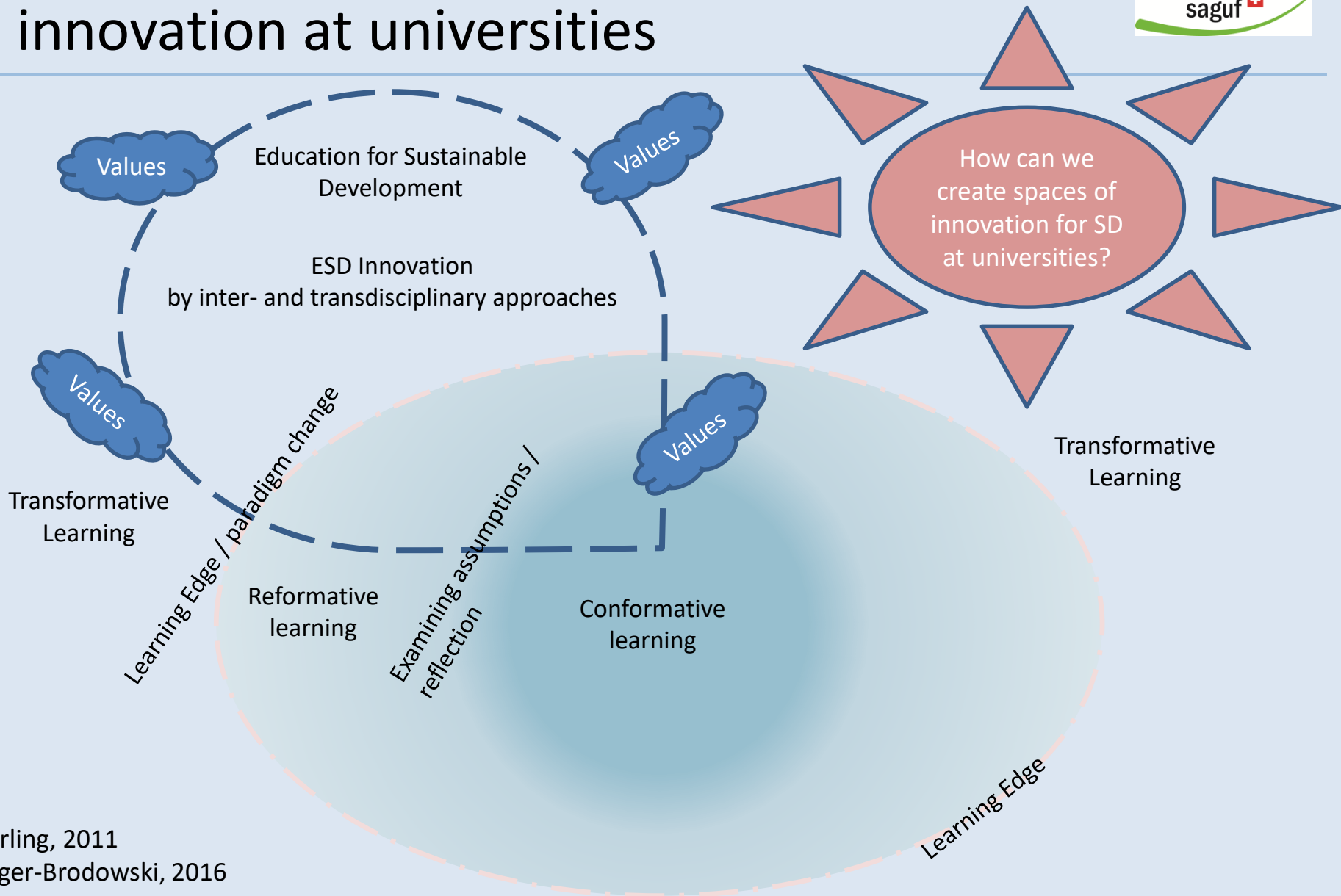
→ **TL as third order learning** (conformative, reformatory, transformative), **implying paradigm change and epistemic learning**
(Sterling, 2011)

Transformative Learning in the context of Education for Sustainable Development

Singer-Brodowski, 2016, ZEP 16(1) – TL in the context of ESD

- ESD is emancipatory: strengthening identity and role for SD
 - value orientation of TL for ESD (e.g. criticism of neoliberalism, promotion of de-growth debate)
 - focus on collective awareness process for engagement in concrete initiatives
 - → TL for SD is participative, integrative, reflective,
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Transformative Learning – a space for innovation at universities



Um Bildung für nachhaltige Entwicklung zu fördern sind an Universitäten neue Wege der Lehre, des Lernens und des Forschens in entsprechendem institutionellem Umfeld wesentlich.

In einem World Café

- tauschen wir uns über Erfahrungen des transformativen Lernens in Forschung und Lehre aus,*
 - schärfen gemeinsam unser Verständnis davon und*
 - überlegen, wie transformatives Lernen in der Praxis gefördert werden kann.*
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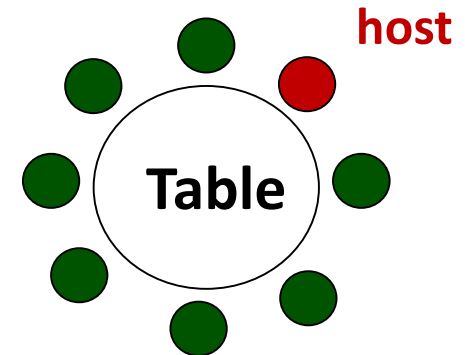
- Developed by Juanita Brown und David Isaacs
- Suitable for groups of 12 to up to 1000 people
- Fields of application: all thematic fields; best for situations with heterogeneous groups who are affected by the same problem

World Café rules



The World Café - Procedure

- **4 tables with 4 discussion questions** (can be more – depending on the amount of people)
- Every table has one host, flipcharts and pens
- The other participants split and take place at the tables.
- 4 discussion rounds – 10 minutes each
- After every round participants change tables as well as their discussion partners (except the host stays at the table)
- New discussions, new ideas
- Presentation of the results by the hosts



Role of participants: – Share your ideas and write them on the **flipchart!**

The World Café - Discussion

Table 1

Creating TL environments at universities: TL in courses and TL in the institutional context of the university

Table 2

Role of research in TL: What role does TL have in research? What is research for TL and what is research on TL?

Table 3

Good practices: share your experience! What works particularly well and why?

Table 4

Open questions: what you always wanted to say or know about TL and innovation for SD
